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ABSTRACT

In accordance with Public Law 99-457 Part H, Title I Handicapped Infants and Toddlers, the states are required to provide delayed infants and toddlers with multidisciplinary assessment, case management assistance, services, and family outcomes. Public Law 101-476, The Individuals With Disabilities Act, emphasizes changes that increase educational benefits for all children with disabilities. Adapted physical educators must be prepared to assess the developmental motor abilities of children with disabilities and provide goal-oriented curricula. This paper lists 17 assessment tools with gross motor components for young children. Each listing includes the instrument's name and author, publishing company and address, population served, purpose, test components/areas, reliability, and ease of administration. (LL)

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A REVIEW OF SELECTED MOTOR ASSESSMENT INSTRUMENTS AND INSTRUMENTS WITH A GROSS MOTOR SECTION

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Public Law 99-457 Part H, Title I Handicapped Infants and Toddlers, requires states to provide services for children ages birth through age 2. The primary responsibility during this time period is directed to the office of Health and Welfare (Department of Developmental Services). During this time period, delayed infants and toddlers can expect to be provided multidisciplinary assessment, case management assistance, services and family outcomes. Following age 2, the Department of Education, specifically under the Special Education Division of Infant and Preschool Programs and also under P.L. 99-457, Section 619 Title II, 3 through 5 years will provide the following services with a smooth transition between service providers.

Infant Programs	Preschool Programs
standards for programs	standards for programs
home and group services	least restrictive environment
transdisciplinary team provides and coordinates services	interagency coordination
interagency coordination	family involvement
	age appropriate environments
	duration of services
	caseload guidelines
	training & technical assistance
	evaluation
	transportation
	assessment and monitoring

As can be noted, the responsibility for providing services under the current laws will present a need for effective communication between government agencies, school administrators, teaching personal and staff aides. In October 1990 P.L. 94-142, The Education For All Handicapped Children's Act was amended with a new law called The Individuals With Disabilities Act, P.L. 101-476. The new law emphasizes changes in many areas which will enhanse and increase the educational benefits for all ages of children with disabilities.

The fact remains that states will interpret P.L. 99-457 and P.L. 101-476 (IDEA) individually, that is, services will vary from state to state and definitely vary from school district to district. The primary reason for differences in the way services are rendered between states and individual school districts is because state constitutions and laws may go beyond what is provided in the federal law as long as there is no conflict between them.

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Presently, school districts are facing tremendous challenges in the pursuit for providing an appropriate curriculum for young toddlers and preschool children. Adapted Physical Educators as wall as all professionals working with disabled children must have a clear understanding of the existing educational laws and be prepared to provide structured appropriate assessment and goal oriented curriculums.

Assessment of motor development during the early years can be a difficult process. Many professionals and early childhool educators are not familiar with existing specialized motor skill assessment tools. For over a decade adapted physical educators have been assessing the motor skills of children in schools and should be prepared to assess even the youngest of children receiving special services. Adapted Physical Educators should be one of the primary sources along with Occupational and Physical Therapists to assess the developmental motor abilities of disabled children.

The following is a reviewed list of appropriate assessment tools with gross motor components for young children.

Batelle Developmental Inventory

Publishing Company/Address: DLM Inc. PO Box 8500 Allen, Texas. 75002.

Population served: Handicapped children from birth to 8 years.

Purpose: Designed for screening various areas of development for prescriptive purposes. Gross Motor area is developmental.

Test components/areas: Motor, personal-social, adaptive, communication and cognitive.

Reliability: See manual, test-retest and inter-rater. Content and Construct Validity noted.

Ease of administration: Easily administered in 30 minutes. Complete tool or individual areas of assessment are possible.

Brigance Diagnostic Inventory of Early Development Inventory
-by Albert Brigance

Publishing Company/Address: Curriculum Associates Inc. 5 Esqiure Rd. North Billerica, Ma. 01862.

Population served: A test for children ages 0-7 years, normal and special population.

Purpose: To provide early intervention services to the handicapped infants and pre-schoolers with developmental delays. Also provides diagnostic/ referral decisions and implementation of instructional objectives.

Test components/areas: Skills tests in 5 areas: 1) Motor skills including pre-ambulatory motor skills, gross motor skills, fine motor skills, self-help 2) Speech and language skills 3) General knowledge and comprehension 4) Math and written language skills (early academic skills).

Reliability: None stated, validity: content. See manual.

Ease of administration: Simple and quickly administered, no special administrative technique required.

Carolina Development Profile
-David I. Lillie and Gloria L. Harbin

Publishing Company/Address: 803 Churchill Chapel Hill, North Carolina 27514.

Population served: Age 2 to 5 years.

Purpose: Profile designed to establish long-range objectives to increase developmental abilities in six areas. First stage or step in an instructional program. To increase the child's developmental abilities in order to prepare him for the academic tasks in elementary school.

Test components/areas: A criterion referenced checklist for observing fine motor, gross motor, visual perception, reasoning, receptive and expressive language.

Reliability: See manual.

Ease of administration: Checklist which is quickly administered with pass or fail performance of the task.

Denver Developmental Screening Test
-William K. Frankenburg & Josiah B. Dodds.

Publishing Company/Address: Childcraft Ed. Corp. 20 Kilmer Rd. Edison, N. J. 08818.

Population served: birth to 6 years.

Purpose: Identify developmental delays in four major developmental areas.

Test components/areas: Gross motor, fine motor-adaptive, language, personal-social.

Reliability: Test-retest range from .66 to .93, validity is criterion referenced with several tests.

Ease of administration: Quickly administered in a pass, fail refusal and no observation format. Percentiles for specific areas/tasks are provided. Time required is dependent upon the number of areas tested.

Developmental Activities Screening Inventory
-Rebecca F. DuBose & Mary Bath Langley.

Publishing Company/Address: DLM Teaching Resources One Elm Park Allen, Texas 75002.

Population served: Children classified as retarded, handicapped, developmentally disabled, and sensory impaired from birth to 60 months.

Purpose: To provide early detection of developmental disabilities for population served. Also translates assessment data into practical applications for educational programs.

Test components/areas: Behavior checklist of developmental skills.

Reliability: None cited, see manual.

Ease of administration: Can be performed by trained professional or special educator.

The Developmental Profile II
-Carol Mardell-Czudnowski and Dorthea Goldenburg,

Publishing Company/Address: Childcraft Education Corporation 20 Kilmer Rd. Edison, N.J. 08818.

Population served: Appropriate for urban white or black children ages birth to 9 years.

Purpose: To estimate developmental level in five areas. Provides information of strengths and weaknesses in each area.

Test components/areas: Five basic areas: physical, self-help, social, academic, communication.

Reliability: .86 inter rater.

Ease of administration: No specific educational requirements are required. Quickly administered.

Developmental Indicators for the Assessment of Learning

Publishing Company/Address: Childcraft Education 20 Kilmer Rd. Edison, N. J. 08818.

Population served: 2 to 6 years.

Purpose: A screening tool in the areas of motor, conceptual and language.

Test components/areas: Fine and gross motor items.

Reliability: See manual for test-retest results.

Ease of administration: Does not require special skills for administration. Quickly performed in any setting.

Gesell Preschool Test
-Jaqueline Haines, Louise Bates Ames, and Clyde Gillespie.

Publishing Company/Address: Programs for Education Inc.

Population served: 4 weeks to 6 years.

Purpose: To assess the normality of any given child's rate of development. Specifically, to show the child's individual strengths and weaknesses, to evaluate how a child adapts to a new situation and for proper placement of boys and girls in kindergarten and the early primary grades.

Test Components/areas: Maturity ratings in four basic fields of behavior: motor, adaptive (cognitive), language, personal-social
Gross Motor Items: skipping, standing on one foot, bean bag catch and throw.

Reliability: None cited.

Ease of administration:

Hawaii Early Learning Profile (HELP)

Publishing Company/Address: VORT Corporation P.O.Box 60132 Palo Alto, Ca. 94306.

Population served: Age 0-3 and preschoolers.

Purpose: For early intervention, preschool placement, individual education prescriptions, and home enrichment plans.

Test components/areas: A criterion referenced inventory assessment test consisting of 5 developmental areas: Motor, self-help, language, social, and cognitive skills.

Reliability: None cited, Validity: content and construct.

Ease of administration: An extensive yet simply constructed checklist to be evaluated by professionals in the field.

Help for Special Preschoolers

Publishing Company/Address: P.O.Box 60132 Palo Alto, Ca. 94306.

Population served: Ages 3 -6 years.

Purpose: Identify needs in developmental areas, setting objectives and tracking individual progress.

Test components/areas: Motor, self-help, communication, social and cognitive, skills/goals for areas 11,12,16 and 17 are not dependent and are appropriate for wheelchair dependent and hearing impaired.

Reliability: None cited, Validity: content and construct related.

Ease of administration: Administration is straight forward, checklist with age equivalents. Geared for early childhood specialists.

I CAN Preprimary Motor and Play Skills

Publishing Company/Address: ICAN Primary Program Instructional Media Center Michigan St. University East Lansing, Mi. 48824.

Population served: Normal and special populations ages 3 to 10 years.

Purpose: A criterion-related test designed to assess Gross Motor Developmental abilities. To assist in cirriculum development of young children.

Test components/areas: Locomotor, object control, health-fitness, and play skills.

Reliability: See manual, not reported.

Ease of administration: Quickly administered in pass-fail format. Time to administer is dependent on areas selected.

Mc Carthy Scales of Children's Abilities
-by Dorthea McCarthy

Publishing Company/Address: The Psychological Corporation P.O.Box 9954 San Antonio, Texas 0954.

Population served: Preschoolers and young children (ages 2.5 - 8.5).

Purpose: A broad-based diagnostic instrument used to assess the general abilities of preschool children. Identifies delays in the motor abilities.

Test components/areas: Motor, verbal, perceptual performance, quantitative, composite and memory.

Reliability: Internal consistency coefficients for General Cognitive Index .93 across 10 age groups, ages 2.5 and 8.5 years. Reliability coefficients for the other five index scales ranged from .79 to .88.

Ease of administration: Practice is required. Due to test administration demands. Complicated, for professional educators.

Miller Assessment For Preschoolers

Publishing Company/Address: The Psychological Corporation PO Box 9954 San Antonio, Texas. 0954.

Population served: 2.9 to 5.8 years.

Purpose: To screen and identify children with mild to moderate delays in motor development.

Test components/areas: Foundations, coordination, verbal, non-verbal, complex tasks. Gross Motor Items: stereognosis, finger localization, hand-nose, romberg, stepping, supine flexion, and kneel-stand.

Reliability: Inter-rater reliability .84 coordination, .99 non-verbal, total .98. Internal consistency reliability .79.

Ease of administration: Some items require minimal training, while others require clinically trained examiners, or specialists.

Movement Patterns Achievment Profile
-by J.Evans.

Publishing Company/Address: AAPHERD Publications 1900 Association Drive Reston, Virginia 22091.

Population served: Normal children age 2.6 to 5 years and mild handicapping conditions where general motor performance is possible.

Purpose: To assess general locomotor skills, balance and body image. Developmental rudimentary skills are also assessed for mild handicapping conditions.

Test components/areas: Locomotor, balance, body image and developmental rudimentary skills.

Reliability: Range of .46 to .87 Validity: content and construct.

Ease of administration: A task analysis system easily administered if administrator has prior proficiency in general skill assessment techniques.

OSU Scale of Intra Gross Motor Assessment

Publishing Company/Address: Ohio Motor Assessment 965 Oxford Rd. Cleveland Heights, Ohio 44121.

Population served: Normal and mentally retarded children ages 2.5 to 14 years.

Purpose: To assess various motor skill abilities and determine potential delay including basic locomotor skills.

Test components/areas: Motor: walk, run, stair climb, throw, catch, jump, hop, skip, strike, kick and ladder climb.

Reliability: See manual, Validity: content and construct.

Ease of administration: Quick and efficient procedures.

Peabody Developmental Motor Scales and Activity Cards
- by M. Rhonda Folio & Rebecca R. Fewell.

Publishing Company/Address: DLM Teaching Resources One DLM Park P.O.Box 4000 Allen,Tx. 75002.

Population served: Infant to preschool children (birth to 83 months) with and without a handicapping condition.

Purpose: A diagnostic and prescriptive test designed to permit quantification of motor development for both gross motor skills and fine motor skills. Age equivalents, percentiles and motor quotient possible.

Test components/areas: Gross and Fine motor testing. Gross motor: reflexes, balance, nonlocomotor, locomotor, receipt and propulsion of objects. Fine motor: grasping, hand use, eye-hand coordination, manual dexterity, total.

Reliability: See manual, Validity: content and construct.

Ease of administration: To be administered by special education personnel who are familiar with evaluation, placement and education of handicapped children. Approximately 60 minutes to administer.

Test of Gross Motor Development
-by Dale A. Ulrich

Publishing Company /Address: PRO-Ed. Inc. 5341 Industrial Oaks Blvd. Austin,Texas. 78735

Population served: For children ages 3 to 10 who are significantly behind their peers in gross motor skill development .

Purpose: To identify children with Gross Motor problems, plan instructional programs and evaluate exsisting programs. May be used as an intervening tool to facilitate motor pattern development.

Test components/areas: A criterion referenced test which evaluates locomotor skills, (run, gallop, hop, leap, horizontal jump, skip, and slide), object control skills, (two-handed strike, stationary ball bounce, catch, kick, overhand throw) a gross motor development quotient is generated.

Reliability: .84 to .99, inter-rater (.79 to .98), and consistency (.67-.93).
Validity: construct and content.

Ease of administration: Administration of test is made simple and quick (20 min.).